

Rollins College

## Rollins Scholarship Online

---

The College of Liberal Arts Faculty Minutes

College of Liberal Arts Minutes and Reports

---

3-18-1997

### Minutes, College of Arts & Sciences Faculty Meeting, March 18, 1997

Arts & Sciences Faculty

Follow this and additional works at: [https://scholarship.rollins.edu/as\\_fac](https://scholarship.rollins.edu/as_fac)

---

#### Recommended Citation

Arts & Sciences Faculty, "Minutes, College of Arts & Sciences Faculty Meeting, March 18, 1997" (1997).  
*The College of Liberal Arts Faculty Minutes*. 396.  
[https://scholarship.rollins.edu/as\\_fac/396](https://scholarship.rollins.edu/as_fac/396)

This Minutes is brought to you for free and open access by the College of Liberal Arts Minutes and Reports at Rollins Scholarship Online. It has been accepted for inclusion in The College of Liberal Arts Faculty Minutes by an authorized administrator of Rollins Scholarship Online. For more information, please contact [rwalton@rollins.edu](mailto:rwalton@rollins.edu).

**GENERAL MEETING - ARTS & SCIENCES FACULTY**  
**Tuesday - March 18, 1997 - 12:30-2:00 pm**

**GALLOWAY ROOM**

- I. Call to Order - Announcements/Introductions
- II. Approval of Minutes of General Faculty Meeting of A&S - February 20, 1997 (attachment)
- III. Ratification: Faculty Evaluation/Faculty Appeals Committee Membership
- IV. Nominations: 1997-98 Governance Membership (attachment)
- V. Framework II: Graduation Requirements/Faculty Load/Financial Considerations (attachments)  
**OPEN DISCUSSION**
- VI. Adjournment

*Cookies/Sodas*

***Next Meeting:***  
**Thursday, April 17, 1997**  
**12:30 - 2:00 pm**  
**Galloway Room**

## A & S - GOVERNANCE MEMBERSHIP

### Governance Terms Ending May 1997

### Ratifications

#### Faculty Evaluation Committee

John Sinclair (3 yr. term)	1)	Perky Coleman (appointed by PSC - ratified by Faculty)
Robert Lemon - Alternate (1 yr. term)	1)	Susan Lackman (appointed by PSC - ratified by Faculty)

#### Appeals Committee

Larry Eng-Wilmot (3 yr. term)	1)	Marvin Newman (Appointed by PSC-Ratified by Faculty & President)
Julian Vincze (3 yr. term)	1)	 (Appointed by Faculty of Crummer and President)

---

---

### SENATE (2 year terms)

### Nominations

#### Senate Executive Committee

Joseph Nassif, President	1)	Donald Davison
	2)	Maurice O'Sullivan
	3)	Donald Rogers

#### At Large Representation

Robert Carson	1)	_____
	2)	_____
Hoyt Edge	1)	_____
	2)	_____

#### Divisional Representation

Social Sciences - Pedro Pequeno	1)	_____
	2)	_____

#### Student Representatives

President (1 yr. term)  
(8) Student Representatives (1 yr. term))

#### Staff Representatives

Linda Downing	1)	_____
	2)	_____
Larry Humes	1)	_____
	2)	_____

---

---

# **COMMITTEES (2 year terms)**

## **Academic Affairs**

### At Large:

Joe Siry

1)

2)

Jim Small

1)

2)

Robert Steen

1)

2)

## **Professional Standards**

### At Large:

Rick Foglesong

1)

2)

### Divisional:

Social Sciences-Cathleen Armstead

1)

2)

### Student Life:

Julie Carrington

1)

2)

Judy Provost

1)

2)

Barry Levis

1)

2)

Staff: Pat Powers

1)

## **Finance & Services**

Gloria Child

1)

2)

Tonja Softic

1)

2)

Mark Anderson

1)

2)

Staff: Marion Hasara

1)

2)



## Framework II (second revision)

March 1997

This is a working document designed to stimulate discussion. The features presented are meant to be realistic and attainable, but this collection of features is not a formal proposal. As we identify areas of agreement and disagreement, Framework II can evolve into Frameworks III and IV until we have a model that is acceptable to a significant majority of the faculty.

An acceptable framework needs to satisfy simultaneously two goals and one condition. The goals are to: (1) improve the quality of the undergraduate educational experience; and (2) improve the use (the allocation) of faculty resources. The condition is that these improvements cannot result in additional instructional costs. Therefore, the following framework includes a number of curricular approaches for continuing to improve the quality of the undergraduate educational experience: adopting proficiency requirements for academic skills, ensuring that skills are enhanced in subsequent courses, and developing concentrations (disciplinary or interdisciplinary) that will increase enrollments in upper level courses. The framework also provides more flexibility in how faculty members allocate their time so that they can accomplish their work effectively.

Faculty teaching load requirements and student course load requirements are necessarily interdependent. The nature of this relationship is described on an attached sheet (Financial Considerations...). It is important to remember, however, that faculty work is not limited to teaching. Faculty also advise, supervise independent studies, serve on committees, and pursue scholarly projects. Any system by which work is allocated needs to be responsive to the broad range of faculty responsibilities.

### A. Graduation requirements

1. Require 120 hours minimum to graduate. An hour is equivalent to 50 minutes of classroom instruction per week during a regular 14 week term. [Note: This requirement is consistent with the majority of other institutions nationwide, including liberal arts colleges.]
2. Require proficiency in five skills areas. Students must pass an assessment in each. No specific courses are required, although courses are offered to assist students. (If students took courses in each of these areas, total hours might equal approximately 18 hours.)
  - writing (expository writing skills)
  - oral presentation (argumentation)
  - quantitative reasoning (statistics and graphing)
  - foreign language (basic language ability)
  - software applications (research, spread sheets, and presentation packages)
3. Require additional skills enhancement in these five areas through additional coursework. Most courses at Rollins should deliberately enhance skills of some sort. However, certain courses--in general education, the major, or a concentration--might be designed to develop skills intensively.
4. Require 24-28 hours of general education courses with two courses from each of the four divisions. For example, four courses might be required in the first or second year (with courses meeting four hours per week), and four courses might be required at the three hundred level (three hour courses).
5. Require normally 30-36 hours in the major
6. Require 15-18 hours in a secondary concentration
7. Require 12 hours of experiential courses, to include
  - internships
  - civic participation or service learning courses
  - independent research projects
  - winter or summer study abroad trips or seminars
8. Require at least 3 hours of elective courses (a SACS requirement)



## **B. Faculty Teaching Responsibilities**

1. Change faculty teaching load requirement to 20 hours. (Will provide most faculty with six course preparations with the opportunity to construct a flexible schedule.)
  2. All faculty teach at least one general education course per year.
  3. All faculty teach at least one basic skills or skills enhancement course per year.
  4. Teaching an "intensive" course (defined as a course with a 3-hour laboratory section or an additional 50 minutes of classroom time per week or some other special feature) is equivalent to an additional hour of credit.
  5. Faculty may teach "short" courses and receive credit based on a conversion formula--an hour being equivalent to 50 minutes of classroom instruction per week during a regular 14 week term.
  6. Winter Seminars are conducted during a shortened format and are worth one or two hours of credit.
  7. Supervising five independent tutorials is equivalent to one hour of credit. (Currently, faculty receive no credit for the first four independent studies they supervise.)
  8. Other means for earning load credit need to be defined for faculty who surpass normal expectations in the areas of advising, participation in the governance structure, faculty development and administrative responsibilities.
- 

## **Faculty Work Load Expectations**

As mentioned earlier, faculty responsibilities are not limited to classroom teaching. A variety of other responsibilities are described in Section VIII.B.1 (BB-10) of the Bylaws, including areas such as advising, serving on college committees, and professional development. Although faculty will contribute to the College in different ways in accordance with their specific abilities and interests, it would be helpful to define explicitly our shared expectations for faculty on average. It is important to understand that no faculty member is expected to meet this profile exactly. For purposes of equity, however, faculty need to consider what responses are appropriate for those who deviate significantly, above or below, this overall set of expectations. The eight items below are merely a working list, prepared to help faculty define more explicitly their shared expectations.

### **Faculty expect each other, on average, to:**

1. teach 120 students.  
[This number will vary depending on student course load requirements and faculty teaching loads--see the attachment for details.]
2. advise 14 students per year.  
[This number is determined by dividing the number of undergraduate students in need of advising by the number of faculty available for advising.]
3. be available to students on campus four days a week for morning or afternoon office hours.  
["We expect all faculty to be available and receptive to students. ...they must be there frequently and regularly... Bylaws, BB-11."]
4. serve on a major college committee (standing or ad hoc) during 2 of every 3 years.  
[This number determined by dividing current number of assignments by number of faculty available.]
5. participate regularly in professional development activities.  
[Should this be defined more specifically?]
6. attend or participate regularly in campus co-curricular events and activities.  
[Should this be defined more specifically?]
7. remain learners and scholars with a commitment to improve continually what is being taught based on what is being learned anew.  
[Should this be defined more specifically?]

## Financial Considerations Associated with Changes in Graduation Requirements and Faculty Load

Student graduation and curricular requirements, the number of students enrolled, the size of the faculty, the average class size, and the faculty teaching load are interdependent factors. Changes to one of these factors must be counterbalanced by changes to others in order for the College to meet its educational responsibilities. This mutual dependency can be summarized in terms of a simple equation:

$$(\# \text{ students}) \times (\# \text{ course units per student}) \approx (\# \text{ of faculty}) \times (\# \text{ students enrolled per faculty member})$$

or

$$(\# \text{ students}) \times (\# \text{ course units per student}) \approx (\# \text{ of faculty}) \times (\text{average teaching load}) \times (\text{average class size})$$

### Components defined

- **# students:** A&S FTE (average of the fall and spring opening numbers minus average number of students studying off-campus).
- **# course units per student:** course units needed in a given year to graduate in four years.
- **# faculty:** FTE faculty teaching in A&S
- **# students enrolled:** student enrollments weighted by course unit; weighted student enrollments is also equal to the average faculty load (in weighted course units) times the average class size.

### Working estimates:

- **# students:** 1360 on-campus with need for growth by 40 over the next two years.
- **# course units:** 8.75 required under current system, but the average number taken is 9.4 in order to accumulate required number of discrete courses (35 overall).
- **# faculty:** 104 (not including split appointments or sabbatical leaves, but including overloads).
- **# students enrolled:** 111
- **faculty load:** 7 required course units, but average is 6.5 after subtracting various forms of release.
- **average class size:** 17

Thus:

$$1360 \times 9.4 \approx 104 \times 6.5 \times 17$$

$$12,784 \approx 11,492$$

(a difference of 1,292)

The difference between the two sides of this equation (1,292 course units) is presumably the amount that is currently covered through adjuncts and independent studies in A&S (increases the right side of the formula). This difference is equivalent to approximately 76 courses or 12 full-time faculty loads.

A simple conversion to a semester hour system would assign 50 minutes of class time for 14 weeks a value of 1 semester hour. Thus, a graduation requirement of 35 course units would translate to 105 credit hours. However, since the average student now needs 37.7 discrete courses to accumulate 35 course units, a more comparable graduation requirement might be 113 semester hours (or 28.3 per year). A seven course faculty load would translate to 21 credit hours, or an average of 19.5 after subtracting various forms of release. In terms of the model then:



(# students) X (# course units)  $\approx$  (# of faculty) X (average teaching load) X (average class size)

$$1360 \times 28.3 \approx 104 \times 19.5 \times 17$$

$$38,488 \approx 34,476$$

(a difference of 4,012)

Put another way, faculty members need to generate on average 333 semester hours of teaching, which is equivalent to teaching 111 students in courses worth 3 semester hours.

### Considering the Options:

#### Option A:

1. Grow the student enrollment by 40 over the next two years as called for in the budget models of the college.
2. Standardize the graduation requirement at 120 hours, more in line with semester hour systems at other colleges.
3. Reduce the teaching load from 21 hours to 20 hours (release time unchanged and adjunct budget unchanged).

$$1400 \times 30 \approx 104 \times 18.6 \times 19.6$$

Consequence:

--need to raise average class size to 19.6 (equivalent to an average load of 365 semester hours per year)

#### Option B:

1. Grow the student enrollment by 40 over the next two years as called for in the budget models of the college.
2. Standardize the graduation requirement at 120 hours, more in line with semester hour systems at other colleges.
3. Reduce the teaching load from 21 hours to 18 hours (release time unchanged and adjunct budget unchanged).

$$1400 \times 30 \approx 104 \times 16.7 \times 21.9$$

Consequence:

--need to raise average class size to 21.9 (still equivalent to an average load of 365 semester hours per year)



# **Faculty Discussion of Teaching Responsibilities and Graduation Requirements**

March 18, 1997

## **A. Framework Assumptions**

### Two Goals

- Improve the Quality of the Undergraduate Educational Experience
- Improve the Use (Allocation) of Faculty Resources

### One Constraint

- No Increase in Instructional Costs

## **B. Conversion to Credit Hours**

From: 35 Courses plus 35 Course Units

To: 120 Semester Hours; 1 (one) Credit Hour Equal to 50 Minutes Over 14 Class Weeks

## **C. Modification of Faculty Teaching Schedules**

From: 7 Course Units

- 7 Course Preparations in the Humanities and Social Sciences
- 5 Course Preparations (including 4 laboratories) in Sciences

To: 6 Course Units

- 6 Course Preparations in the Humanities and Social Sciences
- 4 Laboratory Course Preparations in the Sciences

## **D. Implementation Issues**

- Need to teach same number of students per year (a number that is gradually increasing) while teaching fewer courses.
- Increase Average Enrollment:
  - Increase the enrollment ceiling?
  - Increase the enrollment floor?
- 1. Require:
  - Restrictions for Juniors/Seniors
  - Opportunities for Concentrations
- 2. Cancel Non-Essential Courses With Enrollments Of Less Than 12 Students
- 3. Decrease The Number Of Courses Deemed "Essential" Within Majors

## **E. Quality**

Enhance Existing Course Offerings By:

- Enhancing Skills Across the Curriculum
- Adding Experiential Components
- Adding a Concentration Option

College/ Univesity	1. Calendar	2. Courses or hours needed for graduation	3. Most common/ standard no. of credit hours per class	3a. How many minutes does a class normally meet per week?	3b. How many class meetings per term (standard/ normal class)	4. Normal faculty teaching load per year (courses)	5. Standard/ normal load for students per term? (hours)
<u>Assoc. Colleges of the South</u>							
Rollins College	4-1-4	35 courses	3.33	150	42	7	13.3
Birmingham- Southern	4-1-4	36 courses	4	180	39	7	16
Centenary College	4-4	124 hrs.	3	150	42	5	12
Centre College	4-2-4	115 hrs.	3	180	45	7	12
Furman University	3-2-3	128 hrs.	4	250	72	5	12
Hendrix College	3-3-3	36 courses	3.33	270	46	7	9
Millsaps College	4-4	128 hrs.	4	180	43	6	16
Morehouse College	4-4	124 hrs.	3	150	42	6	15
Rhodes College	4-4	112 hrs.	3	180	45	6	14
Southwestern University	5-5	122 hrs.	3	150	45	6	15
Trinity University	5-5	124 hrs.	3	150	41	6	15
University of Richmond	5-5	122 hrs.	3	150	42	6	15
University of the South	4-4	128 hrs.	4	150	42	6	16

## MEMORANDUM

**To:** Arts and Sciences Faculty

**From:** Curriculum Task Force

**Subject:** Colloquium

**Date:** St. Patrick's Day 1997

---

**Reminder:**

**Colloquium: Towards an A & S Mission Statement**

**Thursday, March 20**

**Faculty Club**

**12:30 - 1:45**

Would you look over the attached rough draft--or, as Alan Nordstrom's Personal Writing class said, "very rough draft"--of a possible Arts and Science Faculty Mission Statement. While remembering that God is in the adjectives and adverbs, would you focus on three questions:

1. What should be added?
2. What should be deleted?
3. What should be changed in wording or emphasis?

(And since there is still some room, how about a couple of Celtic phrases?)

sláinte ("slaintcha" or "to your health")

i dtír na ndall is rí fear ("i jeer na nall iss ree far  
na leathshúile na lyah-hoola" or "in the land  
of the blind, the one-eyed man is king")



# **MISSION STATEMENT**

## **OF THE FACULTY OF ARTS AND SCIENCES**

**(1) As stewards of the central program at Rollins College, the Arts and Sciences faculty are dedicated to continuing the college's historical mission of providing a highly qualified, scholarly faculty primarily committed to**

**baccalaureate education. (2) We are committed to teaching classes which**

**(a) actively engage students in our disciplines and**

**(b) provide both the knowledge and skills necessary for  
rewarding lives.**

**(3) By fostering the intellectual, moral, social, and physical growth of our students, we hope to enable them**

**(a) to make the principled, ethical decisions which will allow  
them to function effectively in a democratic society and**

**(b) to develop the intellectual curiosity that underlies a desire  
for lifelong learning.**

**(4) To achieve these goals, we believe that our students need**

**(a) to acquire a broad and deep knowledge about themselves,  
their world, and their academic disciplines,**

**(b) including an understanding of the distinctive methodologies  
and subject matters of the sciences, social sciences, arts, and**

**humanities.**

**(5) In addition, our students need to demonstrate their ability**

**(a) to write and speak clearly and convincingly,**

**(b) to define and solve complex problems creatively and effectively,**

**(c) to evaluate and employ information technology accurately and adequately,**

**(d) to respect people different from themselves, and**

**(e) to work with others constructively and efficiently.**

**(6) Our pedagogy and academic environment encourage**

**(a) individual attention;**

**(b) collaborative teaching, learning, and research; and**

**(c) experiential education, including service learning classes and internships.**

**(7) To achieve greater awareness and intentionality during their academic program, students will develop curricular autobiographies and portfolios that clearly and concretely define their individual goals and achievements.**